

Waves of provision at St Alban's Catholic Primary School - November 2015

	Wave 1 "Quality First Inclusive Teaching"	Wave 2- Short term Interventions	Wave 3- Long term support, personalised provision
Cognition and Learning	<p>Qualified teacher in every class. Flexible teaching arrangements Clear learning objectives Differentiated curriculum planning and work Differentiated delivery e.g. simplified language, slower lesson pace Differentiated outcome e.g. cartoon strip instead of written prose, use of ICT Increased visual aids/ modelling etc. Illustrated dictionaries/spellcheckers Use of writing frames Use of visual resources around the room Differentiated word banks Brain gym/movement breaks Differentiated targets Differentiated success criteria Seating plan that promotes learning Talk partners Use of visual resources around the room Relevant training for school staff</p>	<p>Pupil provision, one page guide to identify the individuals need. In class TA Literacy and Numeracy catch-up support and programmes. Multi-sensory spelling groups. Small invention groups i.e. phonics, handwriting, guided reading, Read Write Inc Resources to support specific needs, e.g. Topic words, prompt cards, mind maps, individual key word dictionary, ICT programmes. Fresh Start - Read Write Inc Groups. Specific support and advice from outside agencies e.g. Educational Psychologist, Learning and Language support.</p>	<p>Specific targeted provision will be put in place according to the individual pupils needs. This will be with guidance and support from outside agencies and will vary according to individual need.</p>
Communication and Interaction	<p>Qualified teacher in every class. Flexible teaching arrangements Clear learning objectives Class noticeboard, including homework for week, key vocabulary – KS2 Use of visual resources around the room Home school diary Chunking instructions Modelling of effective communication Talking partners Visual prompts on desk Class visual timetable Word maps – mind maps Brain gym/movement breaks Relevant training for school staff</p>	<p>Pupil provision, one page guide to identify the individuals need. In class TA support to aid delivery of targets, pre-teaching vocabulary, visual aids, speech and language group support, Individual visual timetable, if needed. Pre-teaching of topic and key vocabulary. Resources to support specific needs, e.g. vocabulary learning checklists, word mats, prompt cards, topic words and mind maps. Break and lunch time support and monitoring where needed. Makaton - when appropriate Specific support from outside agencies e.g. Speech & Language, Educational Psychologist, Learning and Language support</p>	<p>Specific targeted provision will be put in place according to the individual pupils needs. This will be with guidance and support from outside agencies and will vary according to individual need.</p>

<p>Sensory and Physical</p>	<p>Qualified teacher in every class. Flexible teaching arrangements e.g. seating, movement breaks Teacher training around implications of sensory and physical impairment Availability of resources e.g. writing slopes/ wobble cushion and pencil grips Suitable furniture and space Easy access to resources Visual prompts Motor development supported through PE curriculum Accessible building, regularly safety checks Outdoor learning Weekly swimming lessons for Years 3 – 6. Relevant training for school staff</p>	<p>Pupil provision, one page guide to identify the individuals need Additional in class TA support to facilitate learning. Handwriting programme Fine motor and/or gross motor programme Enlarged text, highlighting, and tactile resources (VI) Keyboard skills Listening & attention skills group School environment is accessible, ramps, slopes, grab rails, toilets Break and lunch time support and monitoring where needed Specific support from outside agencies e.g. Physical and Sensory Support, Occupational Therapist, School Nurse</p>	<p>Specific targeted provision will be put in place according to the individual pupils needs. This will be with guidance and support from outside agencies and will vary according to individual need.</p>
<p>Social, Mental and Emotional Health</p>	<p>Qualified teacher in every class Behaviour plan that's transparent to pupils and parents Class rules visually displayed Clear reward system Multi-sensory teaching Brain gym/movement breaks Time out system Seating plan that promotes learning Visual timetable Talking partners Circle time, PSHE and SEAL resources Assemblies that focus on specific issues Lunchtime and peer support activities Relevant training for school staff</p>	<p>Pupil provision, one page guide to identify the individuals need In class TA support where needed Break and lunch time support and monitoring where needed Social communication group, circle of friends programme Counselling skills – 1:1 sessions where needed Lunch time and peer support where needed Resources for specific needs, fiddle toys, wobble cushion, incentive charts/stickers. Individual behaviour reward charts. Home/school communication book Specific support from outside agencies e.g. CAMHs, Behaviour support, Linden Bridge Outreach team, Home School Link Worker, School nurse, or EWO</p>	<p>Specific targeted provision will be put in place according to the individual pupils needs. This will be with guidance and support from outside agencies and will vary from according to individual need.</p>

Tiers of Provision

SEN Funding Framework from April 2013: Proportionate Provision

